

University of Windsor

Scholarship at UWindsor

Research Result Summaries

2018

Personality Differences in Peer Review

Jenessa Shaw
shaw11t@uwindsor.ca

Follow this and additional works at: <https://scholar.uwindsor.ca/research-result-summaries>

Consistent with the TCPS 2 (4.7) this is a research summary provided to participants and should not be considered a formal publication of results.

Recommended Citation

Shaw, J. (2018). Personality Differences in Peer Review. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/14>

This Completed Summary is brought to you for free and open access by Scholarship at UWindsor. It has been accepted for inclusion in Research Result Summaries by an authorized administrator of Scholarship at UWindsor. For more information, please contact scholarship@uwindsor.ca.

The present study investigated the relationship between personality traits, grades, and rater leniency during an introductory to psychology course peer-review assignment. Results revealed the personality factor that had the strongest relationship with grades was academic entitlement, which is the belief that one deserves good grades regardless of personal effort. Students higher in this trait received lower grades on the peer review. The second most influential personality trait was conscientiousness: a trait characterized by achievement-orientation, responsibility, self-discipline, organization, and attention to detail. Students high in this trait earned higher grades on the assignment and tended to give lower grades to their peers.

In addition to the average grade students received, we also considered the influence of personality on how much variability was in the grades their peers assigned them. Higher variability in grades was related to openness (creativity, originality, and insightfulness) and narcissism (overconfidence, entitlement, and self-obsession). In contrast, more agreeable students (kind, compliant, trusting, and sympathetic) have lower variability in their grades. A possible explanation for these findings is that students communicate their personality through their writing style with the effects of arrogance and controversial topics varying in the graders.

Lastly, we considered the influence of personality in students' rater leniency: the tendency to give higher grades than the assignment deserves. The personality factor with the biggest influence on rater leniency was learning orientation attitude (approaching school as an opportunity to gain knowledge and insight), where students higher in learning orientation gave more accurate and less lenient grades. Additionally, students high in conscientiousness and grade orientation (high motivation for academic success) also gave more accurate and less lenient grades. In summary, this study provided more insight on how personality influences the grades students receive, the variability in their grades, and their grading tendencies during peer reviews.